DISCOVERING THE READING HABIT OF INDIAN CONSUMERS

Shilpa Singh

Abstract

Reading occupies a essential role in the life of man. Reading opens the doors of the treasure of knowledge. It is an important means of introducing the child to the world that surrounds him/her. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. It is the very foundation on which the structure of the child is to be built. In orders to face the 21st century, education has to prepare these learners to adopt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading, especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially is a resource for continued especially newspaper, books, novels, television and the computers.

Keywords – Reading Habit

Introduction

Reading provides experience through which the individual may expand his horizons of knowledge, identify, extent and intensify his interest and gains deeper understanding of himself, of other human beings and of the world. Reading has come to hold the most significant place in education as a means of communication in a highly literate society it is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and action of readers reading may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies have shown that school and teachers do not have as big an influence on children as parents and friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who spread learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child’s mental growth.

While it important to encourage a love of reading in reluctant or struggling readers, an effort that has been focus of a great deal of research over the last several decades, it is equally to ensure that accelerated readers continue to enjoy reading and are supplied with appropriate reading material. It is also the understanding of what is seen in text, which is the ability of the reader to capture incoming visual information, process that information and obtain meaning from it. Individuals practice and apply the reading habit in order to them to generate and enhance their knowledge. There are varieties of material in various forms available in the library, bookshops, and on the
internet. People can choose any form of reading material that they want, such as newspapers, magazines, e-books, dictionaries, online articles, journals, and many more.

**LITERATURE REVIEW**

Reading interests often refer to the selection of subject matter or preference for genre of literature being read (Rudeman, 1957). It is therefore often equated that an individual as develop the reading habit and interest when such activity is repeatedly carried on voluntarily for leisure.

Krashen (1996) believed that this habit and interests could be nurtured at an early age. There would naturally be differences in interests between individuals of different age, gender, and greatly influenced by internal factors such as the home, motivation, and attitude as well as external factors such as peers, school, teachers, and library facilities available to the individuals.

Shen (2006) identifies reading habits, as how much and what students read. Researchers in the past decade have efforts to examining learners’ reading habits. With their endeavors, these researchers have discovered that reading habits are associated with the students’ gender, age, educational background, academic performance, and professional growth.

Ross (2002) identifies females as more heavy readers than males and younger rather than older.

Abram (2007) finds that more women are avid readers than men. Stenberg (2001) reports that women read more than men and highly educated people read more than less educated. Clark & Foster (2005) reports that girls enjoy reading greater than boys and boys tend to hold more negative attitudes towards reading than girls.

Bullent (2002) categorized reading levels of 108 children between the ages of 11 and 12 into four groups; the heavy readers (reading 24 or more books per year or 2 books per month); the moderate readers (reading 7-23 books per year or 1 book per month); rare readers (reading 1-6 books per month (1 book every 2 month) and the non readers. The last two groups form a big percentage of children between the ages of 9 to 10, which indicated that the reading habits have not been well developed.

The findings of the study conducted by Hopper (2005) in England depict that more girls have read than boys. Kendrick (1999) reports that over half of the middle grade boys do not enjoy reading and 86% of them compliant that parents do not read with them. Blackwood (1991) indicates that both male and female students are reading about 2.5 hours each week for pleasure during academic session and slightly more during vacations.
RESEARCH METHODOLOGY

The methodology is essential part to find answer to the research objectives. Based on this research prepared a questionnaire to investigate the readings of habit of Indian consumers. Our research is based on 68 respondents which represents the entire population who have the reading habit. The research contents responses from different age group, gender, experience, type of readers and annual income. In addition the procedure followed to measurement the data which collected with the help of excel based technique like P- Test, T- Test and Chi – Square test are used to test the hypothesis.

RESEARCH OBJECTIVE

The primary objective of this study was to understand the impact of social media on productivity of the employee

Proposed hypothesis as follows:

P - Test

H1o: Less than 40% of respondents have the habit of reading books.
H1a: More than 40% of respondents have the habit of reading books.

H2o: More than 30% of respondents don’t like to read fiction books.
H2a: Less than 30% of respondents don’t like to read fiction books.

T- Test

H1o: The average of respondents who like reading books is more than 25
H1a: The average age of respondents who like reading books is less than 25

H2o: The average number of time spend on reading is less than 2 hours
H2a: The average number of time spend on reading is more than 2 hours

Chi – Square

H1o: The respondents agreeing that they read books to simply pass the time is dependent on age.
H1a: The respondents agreeing that they read books to simply pass the time is not dependent on age.

H2o: Reading habits of respondents is dependent on the type of book / genre.
H2a: reading habits of respondents is dependent on the type of book / genre.
DEMOGRAPHICS

Age Of Respondents

- 15-25 years: 83%
- 25-30 years: 12%
- 30-45 years: 1%
- 45-50 years: 2%
- More than 50 years: 2%

Reading habit of Respondents

- Yes: 98%
- No: 2%
Both 58%

Fiction 29%

Non Fiction 13%

Type Of Books which like to Read

Respondents Read books to simply pass the time

Count of Timestamp

Agree  Disagree  Neutral  Strongly Agree  Strongly Disagree

0  5  10  15  20  25
DATA ANALYSIS

HYPOTHESIS 1: P – TEST OF PROPORTIONS

**H1o**: Less than 40% of respondents have the habit of reading books.

**H1a**: More than 40% of respondents have the habit of reading books.

<table>
<thead>
<tr>
<th>N</th>
<th>Ho : P &lt; 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ha : P &gt; 40%</td>
</tr>
<tr>
<td>T</td>
<td>Right tail</td>
</tr>
</tbody>
</table>

- T: p test
- A: 10%
- P: 90%
- C: 1.28
- On: 59
- p: 40%
- p': 0.85
- q: 60%
- p' - p: 0
- p*q: 0.24
- sqrt((p*q/n)): 6%
- Zo: 7

**Observation:**
We reject the null because above graph shows that more than 40% of respondents have the reading habit of books.
Insights:
Reading habit always encourages the respondents to get knowledge and motivation also so this makes repondents to read more books and develop the themsleves.

HYPOTHESIS 2: P- TEST OF PROPORTION

**H2o:** More than 30% of respondents don’t like to read fiction books.

**H2a:** Less than 30% of respondents don’t like to read fiction books.

<table>
<thead>
<tr>
<th>N</th>
<th>Ho : P &gt; 30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ha : P &lt; 30%</td>
</tr>
<tr>
<td>T</td>
<td>Left tail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T</th>
<th>p test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10%</td>
</tr>
<tr>
<td>P</td>
<td>10%</td>
</tr>
</tbody>
</table>

\[
C = -1.28
\]

<table>
<thead>
<tr>
<th>O</th>
<th>n = 59</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>30%</td>
</tr>
<tr>
<td>p'</td>
<td>0.29</td>
</tr>
<tr>
<td>q</td>
<td>70%</td>
</tr>
</tbody>
</table>

\[
p' - p = (0)
\]

\[
p'q = 0.21
\]

\[
sqrt((p'q/n)) = 6%
\]

\[
Zo = (0)
\]

<table>
<thead>
<tr>
<th>P</th>
<th>42%</th>
</tr>
</thead>
</table>

A = 0.10

pvalue > alpha

\[
Zo < Zc
\]

fail to reject the Null
**Observation:**
we fail to reject the null because more than 30% of respondents like to read both type of books (i.e. fictons and non fictions)

**Insights:** From the help of above graph we can say that respondents like to read both type books to make themselves entertainment and also they can improve vocabulary.

**HYPOTHESIS 1: TEST OF MEANS**

**H1o:** The average of respondents who like reading books is more than 25

**H1a:** The average age of respondents who like reading books is less than 25

<table>
<thead>
<tr>
<th>N</th>
<th>Ho : µ &gt; 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ha : µ &lt; 25</td>
</tr>
<tr>
<td>T</td>
<td>left tail</td>
</tr>
<tr>
<td>T</td>
<td>t test</td>
</tr>
<tr>
<td>A</td>
<td>10%</td>
</tr>
<tr>
<td>P</td>
<td>10%</td>
</tr>
</tbody>
</table>

- **C** 
  - (1.29)
- **O**
  - x' = 0.05
  - µ = 25
  - n = 59
  - s/sqrt(n) = 116.59
  - x' - µ = -24.95

- **To** 
  - (0.21)

- **P**
  - A = 0.10
  - D = Zc < Zc

Fail to Reject The Null
Observation:
The above graph shows that on an average the respondents like to read books is less than 25 years, so we reject the null.

Insights:
Reading books is very beneficial to students and youth so interest in different type of book reading is shows that less than 25 years of respondents are interesting to read books

HYPOTHESIS 2: TEST OF MEANS

H2o: The average number of time spend on reading is less than 2 hours
H2a: The average number of time spend on reading is more than 2 hours

<table>
<thead>
<tr>
<th>N</th>
<th>Ho : μ &lt; 2 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ha : μ &gt; 2 HRS</td>
</tr>
<tr>
<td>T</td>
<td>Right tail</td>
</tr>
<tr>
<td>T</td>
<td>t test</td>
</tr>
<tr>
<td>A</td>
<td>10%</td>
</tr>
<tr>
<td>P</td>
<td>10%</td>
</tr>
<tr>
<td>C</td>
<td>(1.29)</td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>x'</td>
<td>0.16</td>
</tr>
<tr>
<td>μ</td>
<td>2</td>
</tr>
<tr>
<td>n</td>
<td>59</td>
</tr>
<tr>
<td>s/sqrt(n)</td>
<td>13.12</td>
</tr>
<tr>
<td>x'-μ</td>
<td>-1.84</td>
</tr>
<tr>
<td>To</td>
<td>(0.14)</td>
</tr>
<tr>
<td>P</td>
<td>0.10</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Zo &gt; Zc</td>
</tr>
<tr>
<td></td>
<td>Reject the null</td>
</tr>
</tbody>
</table>

(1.29) (0.14)
**Observation:**
Here we reject the null because the above graph shows that the respondents read books is more than 2 hours.

**Insights:**
Now a days books are popular and we also like the writer's style of writing the books so we get attracted and we spend lots of time on reading the fictions type of books and sometimes non fiction also.

**HYPOTHESIS 3: CHI- SQUARE TEST**

**H1o:** The respondents agreeing that they read books to simply pass the time is dependent on age.

**H1a:** The respondents agreeing that they read books to simply pass the time is not dependent on age.

<table>
<thead>
<tr>
<th>AGE</th>
<th>agree</th>
<th>strongly agree</th>
<th>Fo</th>
<th>Fe</th>
<th>fo-fe</th>
<th>(fo-fe)^2</th>
<th>(fo-fe)^2/fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-25 years</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>4.60</td>
<td>11.40</td>
<td>129.96</td>
<td>28.25</td>
</tr>
<tr>
<td>25-30 years</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>4.60</td>
<td>0.40</td>
<td>0.16</td>
<td>0.03</td>
</tr>
<tr>
<td>30-45 years</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4.60</td>
<td>(3.60)</td>
<td>12.96</td>
<td>2.82</td>
</tr>
<tr>
<td>45-50 years</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4.60</td>
<td>(3.60)</td>
<td>12.96</td>
<td>2.82</td>
</tr>
<tr>
<td>More than 50 years</td>
<td>0</td>
<td>4.60</td>
<td>(4.60)</td>
<td>21.16</td>
<td>4.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>14</td>
<td>9</td>
<td>23</td>
<td>38.52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The graph shows that some of the respondents read books js for simply pass the time and so this obviously depends on age because, so we rejected the null.
Insights:
sometimes some respondents who are above the age of 30-35 years they all are done with their study part so they reading the books at the time of travelling to just passing time.

HYPOTHESIS 3: CHI- SQUARE

H2o: Reading habits of respondents is dependent on the type of book / genre.
H2a: reading habits of respondents is dependent on the type of book / genre.

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Count of Timestamp (fo)</th>
<th>(fe)</th>
<th>fo-fe</th>
<th>(fo-fe)^2</th>
<th>(fo-fe)^2/fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td>34</td>
<td>19.67</td>
<td>14.33</td>
<td>205</td>
<td>10.45</td>
</tr>
<tr>
<td>Fiction</td>
<td>17</td>
<td>19.67</td>
<td>(2.67)</td>
<td>7</td>
<td>0.36</td>
</tr>
<tr>
<td>Non Fiction</td>
<td>8</td>
<td>19.67</td>
<td>(11.67)</td>
<td>136</td>
<td>6.92</td>
</tr>
<tr>
<td>Grand Total</td>
<td>59</td>
<td>19.67</td>
<td></td>
<td></td>
<td>17.73</td>
</tr>
</tbody>
</table>

Observation:
we reject the null because above graph shows that reading habits depend on type of books and genre.

Insights:
The type of books include the fictions and non fictions type so that depends on respondents that in which type of books they are interested or we also can say that fictons books read by more respondents because it like imagination and whatever the think sometimes but in reality that all is not happening real life but than that type books gives us the relaxtion and entertainment and also helps to improve communication skills.
CONCLUSION

The study revealed that the reading habit among the respondents is encouraging. However, there is the need the reading for respondents to read more of like fiction and non fiction books and articles in order to boost their vocabulary. Respondents (students) make library their so first point of call to get updated from time to time.also, it was inferred that half of thr respondents love reading information books such as magazines, journals and newspaper too. This can encouraged the more , so that the students will experience all round development in the academic. While the number of studies made of the reading habits and interest of respondents general picture which merged from earlier and more numerous studies is still much the same. Respondents read much more books and level of reading tends to be higher.

LIMITATIONS

As the study was conducted through e- questionnaire so only few online user responses were part of the research and so offline user responses were not part of the research. There were no personal interviews conducted. Since we opted to survey a sample rather than the entire population, we had only limited responses. The research findings cannot be universally applied.

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